

SPECIAL SUMMER EDITION.

NEW YORK SCHOOL JOURNAL

AND EDUCATIONAL DIRECTORY.

Vol. XI. No. 312.

NEW YORK, JULY 14, 1877.

Price Seven Cents.

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System, and that the same shall be made uniform as
fast as the old books now in hands of the pupils shall be
filled up, and new books required to be purchased."

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N. B. ELLISON,
V. T. WHITMORE,
HENRY WRAY, Jr.,
N. L. BRAYER.

H. HAMILTON HOWARD,
Pres't Board of Education.

Unanimously adopted.

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Supt. Schools, Utica, N. Y.

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IMPORTANT ACTION OF THE BOARD OF EDUCATION OF ROCHESTER, N. Y.

The Select Committee of the Board of Education of the City of ROCHESTER, N. Y., to whom the subject of a change of Geographies in the Public Schools was referred, with full power to act, having received sealed propositions from 8 of the leading School Book Publishers, reported as follows:—

"The Committee proceeded to examine the several series of Geographies submitted for inspection and introduction. In the performance of this part of their duty they called to their aid three of the ablest practical educators of the city, and together with them they examined the series submitted, book by book, and page by page, with critical care, giving to the subject about four weeks of continuous study.

"The Books were examined as to their merits in Press-work, Style, General Information, Classification, Maps, Illustrations, Method, Statistical Tables, Arrangement of Questions and Answers and Vocabulary. All the Books submitted were found to contain many valuable features and many praiseworthy characteristics. The series, however, that in all respects most largely met the requirements of our Schools, as to both merit and price, was the one published by Ivison, Blakeman, Taylor & Co., and known as 'Swinton's Geographies,' and which your Committee have adopted for use in the Public Schools of Rochester, the same to be introduced at the commencement of the next Fall Term, September, 1877.

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TABLE OF CONTENTS.

Ever Ready.	Page 3
Charles Bentley.	3
Higher Education of Women.	4
The Graduation Dress of Girls.	4
Miss Susie Pollock.	4
Ancient Stone Implements of Colorado.	4
The Kindergarten.	5
Book Notices.	5
The Problems.	5
Two Sabbaths.	5
Francis Murphy.	5
Kotson, &c.	6
Editorial.	8
NEW YORK CITY.	8
BOARD OF EDUCATION.	9
Exhibition of Drawings.	9
Educational Calendar.	9
Jersey City.	9
The Teachers' Example.	9

For Recitation.

Ever Ready.

Whatever be our lot in life,
In all the aim of mortal strife,
He wins the praise of noble deeds
Who this plain maxim constant holds:
Be ever prompt, or else success
Will surely fall, will never bless.
They finally grasped the ends they sought
Who, with far onward look, have wrought
The iron while it yet was hot.
While things were ready; they were not
Compelled to search, like many a fool,
For hammer, till the bar was cool.
Naught that we seek for can we gain,
And all our hopes will be in vain,
And grief and disappointment stand
Awaiting us on every hand,
Unless, with constant, watchful care,
For every duty we prepare.
And if for wealth our aim shall be,
That we may live in luxury,
Enjoying all that gold can buy
Of what is precious, valued high,
And proudly dwell in marble halls
With vassals to obey our calls;
The choicest viands load our board,
(When some there be, who scarce afford
The humblest morsel, merest crust,
To keep the spirit with its dust);
Ah! penury does sure await
Him, who is ever just too late!
He never can acquire estate,
But bare exist—to rail at fate.
Then keep we pace with time, and not
By droning, share the beggar's lot.
Should we aspire to place our name
High written on the roll of fame,
That men in each unfolding age
Shall look with wonder on the page
Where each proud title shall be placed,
'Graved deeply, ne'er to be effaced;
And coming bards their voices raise
To sing our glory, chant our praise;
And children round the evening fire
Embrace the knees of aged sire,
And beg him that our deeds be told,
So oft rehearsed yet never old;
And we like heroes gone before
Shall doubly live when life is o'er.
Is this the fame for which we vie?
Let us prepare with watchful eye,
Each golden chance to grasp in time,
To make our name revered, sublime,
Whole fortunes have been swept away
By one remissness, one delay.

P. V. BROWER.

Charles Bentley.

[From a Teacher's Note-book.]

BY J. R. DENNIS.

I had engaged to teach the North District school during the winter—six months and "board around." Deacon Seymour was one of the trustees, and he warned me very soon that the worst boy in the neighborhood was Charles Bentley. The home of the young man was pointed out to me by one of the scholars, in a manner that indicated that he was a well-known enemy of the school-master if not of the school. It seemed hard to me to consider that I had a foe in this district, where I was unknown and a stranger. Yet, I was full of plucky courage and hopefulness.

The Bentley family was reduced to five—a mother, daughter, and three sons. The father, who was dead, had kept a hotel in his house for some years, and during that time the oldest son, Charles, was born. The other sons were not particularly bad, and the daughter was one of the best and most dutiful ever given to a mother. From the bar-room the soul and body of Charles Bentley had drawn nothing wholesome, only filth, scurrility, and degradation. He was a stout young man of twenty years of age, a fighting character, afraid of no one, boasting of his strength and eager to fight or wrestle with any one. His quarrelsome disposition and overbearing temper was well-known and every one in the village near by preferred to pass his threats and taunts in silence.

Strange as it may seem, he had quite a taste for reading, and devoured all the books he could put his hands on. He would attend school until he had picked a quarrel with the teacher when he would leave. During the past winter he had nearly broken up the school by seizing the teacher and carrying him out of the door and throwing him into a snow bank. I heard all these items without misgivings. I had during my college year, taken lessons in boxing, and having been brought up on a farm had a good muscular development.

Bentley came into school one morning, in November, and without greeting me took a seat already occupied. He was not pleased that the occupant declined to yield it to him, and I heard a muttered threat to "pound you when the boys go out." I saw the boy had no master, and that lay at the foundation and gave him his bad name. He was of an age too, when he needed a controlling hand, and I felt impelled to stretch out my hand and force him to accept guidance. But was I able to do this? And how should it be done and when?

I paid no attention to him during the morning, and at noon he disappeared. The next morning he was in school again, and seized the same seat he had laid claim to the day before. I remarked, "that seat belongs to James Wilson."

"I don't care for that, I sat here last winter and I am going to sit here again."

"You must take such a seat as I assign you," I replied as pleasantly as I could.

"This is my seat, anyhow." I reasoned the case with him and showed him that the rule he attempted to enforce, if put in force against him would dispossess him; to which he only replied: "Let any one touch my seat if he dares, I'll pitch him out of the window as I did old Popham." This reference to the last winter's teacher I knew was meant for my benefit, and that the gauntlet was thrown down, and if I was to rule in my school-room must pick it up. In as calm a voice as I could use, I said, after a moment's pause:

"Bentley, I gave you a seat, yesterday; go and take that."

"Here is where I am going to sit," was the answer.

I had been leaning against my desk carelessly, for school had not yet been opened. I now turned around and took off my coat and put on a linen duster I was in the habit of wearing. As I buttoned it up to the throat I came in front of him, and with a sudden and powerful movement of my arm I struck him a heavy blow between the eyes. I quickly followed this with another and before he could interpose much defense I had him on the floor, and seating myself on him began to pound him as he previously had pounded (a favorite word with him) others. It was in vain that he struggled. The blows were so heavy that the pain was intolerable and he soon cried "let me up." I paused not, however, but still dealt him out heavy blows in the face and chest until he asked in tones not to be misunderstood: "Oh, please Mr. Dennis, don't, don't pound me any more; you'll kill me." I stopped and said "Well, Bentley, how about sitting where I tell you to sit?"

"I will do it, only let me up."

"No, I am going to arrange the whole thing now. You pounded James Wilson, yesterday noon, and made him agree to give you his seat, did you not?"

"I did, but that is none of your business." In reply I dealt him a dozen heavy blows, which brought him to terms, and he begged me to desist. "Is it any of my business whether you pound James Wilson to get his seat?" Having thus got an assent, he begged to be permitted to get up, but I declined. "I shall now settle up the pounding you gave that boy," and thereupon I laid on him some heavy and well directed blows. Having settled that score I asked him if he intended to come to school and behave himself.

"I'll never enter this school again."

"There is where you are mistaken," I said and proceeded to administer convincing arguments why he should attend, and attend regularly, too.

Having taken promises for good conduct and attendance upon my school, I allowed him to rise. His face was badly bruised and he appeared thoroughly humbled. I gave him a seat near my desk and had a pupil bring him a cup of water and told him to bathe his face. I then opened school and watched the behavior of Bentley very carefully. He could not study and wanted to leave but I refused permission. When recess time arrived I sent out all the boys and sat down by him, and told him that I wanted to benefit him. He seemed to be thoroughly satisfied with the righteousness of his punishment and intent on keeping his promises. I knew that shame at his defeat was the prevailing sentiment, and led him to see that I had not hurt him to gratify myself, and hence he need not be ashamed of being forced to obey a teacher. I led him to see that he had talents and that it was his duty to cultivate them. I quoted the remark of Deacon Seymour, "that Charles Bentley could make the smartest man in the neighborhood if he would only behave himself." I added that he would find in me an earnest friend. Upon his promising to be back at noon I then permitted him to go away.

I hardly expected to see him in at noon; but there he was. He took the seat I assigned him and studied the lessons. I soon found he had a powerful mind, and gave him lessons after school. He seemed to have no hard feelings towards me, and indeed was remarkably changed. He had formerly visited the tavern frequently to talk with loafers that congregated there; but he never went after his "pounding"—he was evidently ashamed to show his face there. Concerning one thing I was very much concerned,—he attended no religious meetings, and hence I feared his improvement would be only temporary. The sudden death of his brother Moses, however, brought him to the church in a ceremonial way at the funeral and for a few Sabbaths

afterward; to my surprise he continued to come. Before the winter closed a strong interest in his progress arose in my mind and I began to instruct him in Latin and Greek.

When Spring came on I left the North District and went to Kentucky, in a more lucrative field for teaching. I occasionally heard of Charles Bently, but gradually the pressure of new and heavy duties made me lose sight of my first field of work—and thus years passed on.

I at length visited some friends in a distant section of the State, in the town of Ranford, and spent the Sabbath with them. We entered the church with a throng of earnest worshippers, and when the minister arose I saw it was no other than my former pupil, Charles Bently. He had become a stalwart man and was in the prime of life. His message was an earnest appeal to accept the free salvation offered by Jesus Christ. The congregation was deeply moved. He referred to the influence which our Heavenly Father exerts to draw sinners towards Him. "Those things that pain us, that humble us are sent from Him."

After the service I sought out the minister; in a few moments he remembered me and grasped me, oh so warmly by the hand. "You plucked me as a brand from the fire; that 'pounding' brought me to a knowledge of myself. I needed a master and you became one for my good. I can never thank you too heartily for what you did for me. All I am, I owe under God to you."

I am prepared to say that the hundreds of useless young men we see are such because they have no master, and that many of them might be made into most useful citizens if they were taught to reverence authority. Our school-rooms should have masters and mistresses in them. The old ways should be trodden again. "Train up a child in the way he should go and when he is old he will not forsake it," or as it is rendered in our vernacular, "make your children mind you," if you wish God to use them for his glory.

Higher Education of Women.

It is notable that serious difficulty has been encountered in raising funds sufficient for the maintenance of the several institutions created for the higher education of women. Saving Smith College, as yet an experiment, in every instance, we believe, the need for an income larger than that accruing on account of advanced students has compelled the creation of a preparatory department; and it is an admitted fact that a preparatory department is the severest pull that can be made upon collegiate vitality. The varying age standard incident to the two departments necessitates a composite form of government that is not only extremely difficult in administration, but can scarcely fail to possess radical defects. Laws well enough adapted duly to restrain a boy or girl of sixteen bear hardly upon a young man or young woman of twenty-one; and to have two sets of laws and apply them discriminatingly, while simple enough in theory, has been found in practice to be complicated to a degree—Yet, as we have already stated, the preparatory department is not a matter of choice but one of necessity. None of these institutions, again excepting Smith, are sufficiently endowed to discharge their functions without the assistance of the income derived from fees, and in none of them is the collegiate department even approximately self-supporting. It follows, of course, that support must be derived from the fees chargeable to the preparatory division, and at Vassar, one of the oldest, and at Wellesley, one of the most recent, we find that the higher class students are but a scant twenty-five per cent. of the whole.

If Harvard and Yale were thus handicapped, it is very evident what would become of their standard of scholarship—yet it may be asked, Why are not Harvard and Yale compelled to seek support by instituting preparatory departments; and if without such aid they are self-supporting, why cannot women's colleges without preparatory departments be self-supporting? It is in the answer to this question that the whole essence of the matter lies. If higher education for women means anything, it means that women shall be fitted to occupy a higher plane—intellectually and socially—in the world; that they shall be made less dependent upon men by being qualified to enter upon such of those callings, heretofore held to be mainly, as require quickness of intellect rather than muscular strength; that, in a word, as the result of having shared on equal terms with men the training of the schools, they shall in the world share the reward held out to men for scholarly proficiency. Social pressure has been brought to bear in opposition to the establishment of women's colleges, but has been found inadequate to stay their creation and comparatively inadequate to restrain young women from availing themselves of the opportunities thus afforded for intellectual advancement. Here the matter is not general, but individual, and while the many are intimidated by social theories and conventions from aiding in the establishment of such advanced schools, or countenancing their use when established, the

braver few assure to them existence and some small measure of support.

But when the women students have passed through the prescribed courses, and are fitted for their work in the world the matter ceases to be personal, and becomes one that social pressure affects absolutely. At the threshold of the college, society says halt! and the graduate who has hoped to do good in her generation finds that there is no work to do—that the field in which she had hoped to labor is filled, and may only be filled, by men. And the result of it all is, that a woman of brilliant parts and sound scholarly training may be forced to settle down to an employment that does not call forth one tenth part of her mind-power. Here, then, is the weak point in the theory of higher education for women, and until it is strengthened and the world made to believe that an educated woman is just as useful as an educated man, the women's colleges will be compelled to roll on their preparatory departments for support, and will fail to maintain a standard of scholarship equal to that maintained in the colleges for men.

D. F. T.

The Graduation Dress of Girls.

"Sweet girl graduates in their golden hair," what tender wishes follow them as they leave the halls where they have studied and recited, and go forth into the wider fields of life! They are heirs of a goodly heritage. One would hardly suppose that the graduation dress of a young lady need be an affair of very earnest thought. Yet within a few years it has commanded the serious attention of school boards, and teachers in high positions have felt called upon to advise simplicity and to deprecate ostentatious ornament in the costumes worn at commencements. Even into the rose garden of girlhood the serpents of envy and jealousy creep, inciting to unworthy emulation, and indulgent mammas are too thoughtlessly ready to foster the vanity of their darlings.

We have been present at more than one reception where the toilets of the successful out-going class were very bride-like in their splendor. The shimmer of satin, the soft lustre of silk, the diaphanous flow of tulle, the gloves, ribbons, laces, fans and flowers of the occasion would have been appropriate to the most stately ceremonial of society. In effect, while the transient brilliance of the commencement has been enhanced, the cost of graduation has come to be a matter of dread in many households. The plain man whose resources are taxed in the payment of the ordinary bills, and who has half a dozen boys and girls to feed, clothe and educate, besides the pretty daughter whose school days are finished, finds it difficult, in times of financial pressure, to meet the extra amount which his wife assures him is demanded. The wife, with the quality of self-sacrifice which comes so easily to mothers, would willingly go without luxuries to save the sum, and say nothing about it if she could. Both are agreed, however, that their child shall present as fine an appearance as her wealthiest classmate. It would be intolerable to parental pride to have it otherwise. In not a few instances young ladies leave school a term or two before graduation, simply that they may not have to incur the expense which custom has made obligatory.

Now, we are not in sympathy with that rigid economy which would impose on girls the wearing of calico on commencement day. Calico is too plebeian to suit our ideas of the fitness of things in that relation. It is suitable for the laundry, the kitchen and the every day business of the household. She who sweeps, she who bakes, she who goes to a picnic, she who sits on the veranda with her mending of a summer morning is neatly and appropriately dressed in a calico gown.

Elaine, in her faded silk, was not so pretty or so picturesque, as some lily maids we know when they come down to breakfast on a bright, blithe June day, arrayed in graceful prints, with bows of ribbon at the neck, and a spotless apron tied round the waist. But the print and the apron would not please us if worn to church, or to an evening company, or on the crowning day of a young girl's hopes, at the reception of her diploma. Something more is needed, then, to meet the requirements of fastidious fancy. That something is not far to seek. A white dress of plain muslin, simply trimmed, is within the reach of every school-girl, and rich in her youth and beauty, she needs nothing more elaborate. The students of the most conspicuous and influential seminaries should set the fashion in this particular.—M. E. SANGSTER (in *Chris. Intel.*)

Miss Susie Pollock.

Some information concerning Miss Susie T. Pollock, one of the pioneers of kindergarten culture in America and conducting a fine school in Washington, will be interesting to our readers. She received her kindergarten training in Berlin, Prussia, and has been since actively engaged in teaching

the system. Her life was interesting from a child of seven until the present time; its principal feature being her devotion to children and the making it the chief aim of her life to serve others. At the age of 11, while at school in Weston, Mass., she wrote a play, based on true Froebel principles, of which at that time she had not even heard.—She observed that the older children were writing letters to each other clandestinely. She proposed to the scholars to form a society of fruits and flowers; the teacher is a busy bee, her father the humming bird, her mother a bouquet. Letters are to be written by all, and deposited any time during the week in a letter box. This is opened every Friday and the letters read aloud during the long intermission or oftener after school. For five consecutive years she helped her mother send a Christmas tree to school with home-made presents for every child, the poorest faring the best. She loved the Sunday School and attended constantly, although three miles distant, often walking through deep snow and mud.

After attending for ten years schools in Boston and elsewhere, and pursuing a careful course of study and reading with her parents of such authors as would assist her, to gain a most excellent education. She went to Germany, though only eighteen years of age, but with experience in training children. She was sent to Germany in consequence of her mother having received several valuable works, explaining the kindergarten system, from her relatives in Germany, which made her an enthusiastic admirer and student of the system, and determined her to send her daughter to Germany, there to be fitted to become a kindergartner as soon as she was of age.

In Berlin she devoted her time exclusively to the requirements of the Normal Institute, where she graduated and received her diplomas signed by the same professors who now fulfil the same office in the Kindergarten Union of Berlin. Before returning home she visited Paris and remained there six months, practically fulfilling one of Froebel's fundamental principles by her traveling experiences, which is to teach children to consider themselves as part of a grand whole, instead of thinking too much of themselves, and magnifying every little trouble or event that may happen to them. She taught most successfully one year a kindergarten in Chestnut street, Boston, after her arrival in this country, and then took charge of over eighty children at the Church Home in South Boston. In a primary school where she was engaged she introduced the kindergarten as far as she was permitted. This school grew to be such a centre of attraction that every available space was filled up with little scholars. Miss Marwedel of Washington needing a competent kindergartner, Miss Peabody recommended her to send for Miss Susie Pollock, who accepted the offer.

In Washington she assisted Miss M. to build up a most successful kindergarten, and then two years since opened a kindergarten of her own, and, with her mother, Mrs. Louise Pollock, has succeeded Miss M. in training normal scholars in accordance with the training received in Berlin. They hope to do for Washington what Mrs. Aldrich has done for Florence, Mass., viz., to establish free kindergartens and classes for mothers, governesses and teachers, but have had to struggle thus far the same as all the prisoners in this noble cause. May she succeed in her enterprise.

Ancient Stone Implements of Colorado.

Stone implements and utensils are very numerous throughout the section of the country formerly occupied by the Ancient Pueblos. Thus we have: arrowheads, spear or lanceheads and darts, battle-axes or tomahawks, arrow polishers or straighteners, hammers and mauls, axes, knives, saws and chisels, awls, "rimmers" or borers, skin scrapers, or "fleshers," mortars and pestles, millstones and grinders, pierced pottery and stones for drawing out sinew, meat pounders.

The arrowheads are particularly noticeable on account of their delicacy, perfection, symmetry, diminutiveness and exquisite coloring.

They are found varying from less than half an inch in length to three inches; sometimes a beautiful transparent, amber-colored chalcedony specimen, while the next discovery may be a delicately fashioned point of obsidian.

The materials are agate, jasper, chalcedony, flint, carnelian, quartz, sandstone, obsidian, or silicified and agatized wood. Among the relics of battles the barbed heads are the most common, while the leaf-shaped varieties occur more numerous at a distance from the ruins on the plains, where they have been employed in the slaying of game.

The smaller varieties of axes may have been used as tomahawks in war. Under the head of weapons are placed the arrow-straighteners or polishers, although they may more properly be classed with the second division, as they were not used either for offense or defense, but only for polishing or straightening the wooden shafts of arrows. But one specimen was found, or rather the half of one.

Great mauls weighing twenty pounds and over were used by the Ancient Pueblos, though for what purpose it is difficult to imagine; they must have required more than one pair of hands to wield them. These were usually made of compact sandstone, and were cylindrical, with the groove for the handle extending around the circumference near one end. The striking end was frequently terminated conically. There was also the flat, water-washed cobble of the river which was similar to many of the axes, excepting that it had not been ground to an edge, but was used in a blunt state for pounding. Some of the hammers were ovoid, with the groove extending around the centre, so that either side could be used at will. Several beautifully shaped and polished fleshers, or skin scrapers, were picked up along the San Juan River. These are about six or eight inches in length, with the broader end sharpened. The only use to which such tools could have been devoted was the tanning, cutting, or scraping of hides and skins.

Chisels, awls, borers and rimmers occur in abundance. The chisels or pointed tools were probably used in chipping out hieroglyphics. The awls, borers, and rimmers were employed in perforating skins, wood, stone, etc.

Stone mortars are rare in a state of entirety, yet we found many fragments scattered over the plains and through the canons. The prevailing material seems to have been sandstone; pestles are very rarely seen.

One of the most common objects to be found in and about the crumbling buildings is the millstone, and with it the corn grinder.

One class of bead ornaments consists of all those trinkets made usually of stone or silicified wood, but occasionally of pieces of pottery which were employed in decorating earrings or necklaces. These are usually flat, neatly polished, rectangular pieces, with the aperture at one end. They vary from half an inch to two inches in length, the width being usually about two thirds of the length, and from one sixteenth to one eighth of an inch in thickness. Some such ornaments as these are still employed among the tribes of Arizona and New Mexico.

The Kindergarten.

The kindergarten is not a mere ingenious contrivance, invented for the purpose of amusing little children instructively and of relieving indolent or overburdened mothers of troublesome embryo sufferers, but a plan of education that has its roots far down in child nature, and that shelters beneath its branches strong, ripe men and women. It is not a mere cunning insertion between the nursery and the school, intended to trim up the raw material for the wisdom-factories of our times, but a full scheme of education that is to lead the human being from birth to maturity on the road of a wise and useful activity to the goal of true happiness.—*New Education.*

At Los Angeles, a rich land-owner has given Miss Marwedel a fine lot for the erection of a school, based on kindergarten ideas. Miss Marwedel will, thus, be enabled to carry out her long cherished plan of a "school for practical culture," a school in which acquiring and applying, learning and work to go hand in hand.

SUPT. H. RAAB, Bellville, Ill., having failed in securing from the board of trustees an appropriation for the establishment of a public kindergarten, organized three years ago an association for the erection of a kindergarten. He was quite successful; the association purchased an ample lot and put up a good building, adapted to the purpose. Miss Miller, a pupil of Dr. Doual's, took charge of the kindergarten and has carried it on successfully for two years.

In spite of all that has been said about kindergartens, in the old world and the new; in spite of all the authority we have, for knowing that they are blessed things for the children: there are those who persist in calling kindergarten-work,—nonsense—trash.

It is not much wonder, that people, who take no pains to study the subject, conclude it does not amount to much. The true and valuable results lie deep. They can not be written on black-boards, nor brought home on slips of paper; nor can a child tell, what he has learned. The results of kindergarten training are found in the tendency of the head and heart. They become manifest in the mode of thinking and feeling. They grow stronger and more beautiful with the child.

Others say, it is so very expensive? Is it? There are ladies who think nothing of paying hundreds for a dress, or for a handsome piece of furniture; there are gentlemen who pay out thousands for a horse: but were you to say to them, "why do you not send your little three-year-old to the kindergarten?" they would reply,—"oh, it is too expensive; it is well enough to pay high tuition for a child twelve or thirteen years old. It will get along some way, for a year or two."

It is a wrong idea, to think that the beginning of a child's education is not of as much value as its more advanced education. A child's education begins far back of its A B C's.—*New Education.*

BOOK NOTICES.

The American Naturalist. The July number commences with, 'Notes on the age and the structure of the several mountain axes in the neighborhood of Cumberland Gap,' by Prof. Shaler. Mr. Minot continues his 'articles on the study of Zoology in Germany, this time describing 'The methods used in histology and embryology.' I. C. Russell has a paper 'Concerning Foot-prints.' The editor, A. S. Packard, jr., details some very curious 'Experiments on the sense organs of insects.'

St. Nicholas for July has the right kind of reading and pictures for children in lazy summer weather. It has a description of 'A boy's life on a man-of-war,' by a naval officer, and an entertaining article on 'George the Third,' by Noah Brooks.

All will enjoy the story of the heroism of 'Nellie in the lighthouse,' by Miss Weiss, and will find hints, well worth having, in Dr. Hunt's 'Talk about swimming' and a paper on Camping out.

Mr. Trowbridge's serial story, 'His own master,' has four chapters. Prof. Proctor has the usual 'Star-paper,' and a most interesting article upon 'Jupiter.'

STATISTICAL ATLAS OF THE U. S. Prof. F. A. Walker, late Supt. of the Census. Julius Bien, 18 and 18 Park-place, N. Y.

Some time ago we had the pleasure of briefly noticing this handsome work—an atlas of some 65 plates, with text, arranged in parts, and of directing the attention of teachers and others connected with our public schools, as well as of those of educational institutions throughout the country, to its great value as a book of reference. It is based upon the last census, and bears evidence of the care and immense labor bestowed upon its compilation by Prof. Walker. In the space at our command it would be impossible to enumerate the subjects treated, or enter upon a detailed description of the maps; nor could a mere recital of these facts convey a correct idea of the value of the book. It may be said, however, that the whole is clear and simple and with in the comprehension of all.

We are glad to see that the atlas has been placed upon the supply list by the Board of Education of this city, and trust that principals will avail themselves of the opportunity to secure a copy.

Ten Problems.

1st. The interest on a certain sum, for $2\frac{1}{4}$ years at 7 per cent., is 5.87½. What is the true discount on the same sum for the same time at the same rate?

2nd. A merchant bought a certain number of yards of cloth at \$3.50 per yard. He sold two-fifths of the cloth at a profit of 25 per cent., and on the sale of the remainder he lost \$15. If his loss on the whole transaction amounted to 5 per cent., how many yards of cloth did he buy?

3rd. A, B and C do a piece of work in two days for which they are paid \$16.50. The ratio of A's work to B's is as 3:2, and of C's work to D's as 5:3. If B alone could do the work in 11 days, what should C be paid?

4th. A merchant buys a parcel of cotton goods for \$5,000 and sells half of them at 15 per cent. profit. As this rate does not satisfy him, he raises the price from 15c. to 17½c. per yard and sells the remainder. Find his total profit.

5th. I invest \$5,000 in woollen goods and sell 30 per cent. of them at a profit of 18 per cent. If \$1,000 worth are destroyed by fire, and insured at cost price, at what percentage must I sell the remainder to make an average profit of 16 per cent?

6th. Two trains start simultaneously from London and another station east of it. If started towards each other they will meet in two hours; if both run east the London train will overtake the other in five hours. Supposing the faster train to run 28 miles per hour, how far is the other station situated east of London?

7th. If a hoghead contain wine and water in the ratio of 3 to 2, how much must be drawn off and water substituted that the wine and water may be in equal proportions?

8th. Prove this rule of Commercial Arithmetic: Assume the interest of 6 per cent. for 60 days to be as many cents as there are dollars in the principal; then calculate interest at the given time and rate by Simple Proportion?

9th. A room, the height of which is 11 feet, and the length twice the breadth, takes 143 yards of paper two feet wide to cover its walls, door and window space included. How many yards of carpet 27 inches wide will be required for the floor.

10th. In a rectangular cistern the length is twelve feet, the width 3 x 5 feet, and the diagonal (through the centre of the rectangular space) is 15 feet. Find the weight of water it will contain if a cubic foot of water weighs 864 v 5 ounces.

Two Sabbaths.

Dr. Field the editor of the *Evangelist*, wrote some pleasant accounts of his journeys. In one he says:—

"You know that, in crossing the Pacific, it becomes necessary to alter the reckoning of the days to conform to that of the Eastern or Western Hemisphere, according as a ship is sailing in one direction or the other. In going to Japan, where the 180th degree of longitude is reached, which is half way around the world from the Royal Observatory at Greenwich, England, from which longitude is reckoned, a day is dropped, and on returning one is added. We crossed that meridian on the 18th of June, and so two days were put down on the ship's calendar as the 18th of June. Now, as it happened that this was Sabbath, we had two Sabbaths succeeding each other, one which was the Sabbath in Japan and all Asia, and the other the Sabbath in America and in Europe. Some of our ship's company were puzzled to know which to keep; and I did not think it would do me any harm to keep both, and shall always remember with pleasure this double Sabbath on the sea."

Francis Murphy.

On Sunday even'g, June 17, the great temperance apostle, Francis Murphy, held a farewell meeting in Philadelphia, where he has labored for some three months.

During Mr. Murphy's labors there over fifty thousand persons have signed the temperance pledge, and many have been supplied with work, and otherwise cared for.

Miss Frances E. Willard made an interesting address. Mr. Murphy thanked the various classes of laborers who had helped him, particularly remembering the reporters and newspaper men generally. He said:—"Don't be discouraged if you have not graduated from some good institution. It's the foolishness of preaching that converts by the grace of God. Let us go forward. The sea will divide, our starry flag shall lead the way. Let us stand together, shoulder to shoulder, hand to hand, and heart to heart, until the last man has been redeemed."

THE STREAM TO THE MILL.—"I notice," said the stream to the mill, "that you grind beans as well and as cheerfully as fine wheat."

"Certainly," clacked the mill, "what am I for but to grind? and so long as I work, what does it signify to me what the work is? My business is to serve my master, and I am not a whit more useful when I turn out fine flour than when I make the coarsest meal. My honor is not in doing fine work, but in performing any that comes as well as I can."

That is just what boys and girls ought to do—do whatever comes in their way as well as possible, and those who act so are sure to get along nicely.

THE oldest graduate of Union College is the Rev. Noah M. Wells of Erie, Mich. He is ninety-five years old, and entered college in the first year of Dr. Nett's presidency, 1804. Two or three of his classmates, more than ninety years old, died a short time ago.

THE Williams College, Williamstown, expedition to the Rocky Mountains, under the lead of Professor Sanborn Tenney, will comprise about twenty students, members of the Natural History Society, and will start on the 9th of July. After short stops at Sherman, Saunders, Lake Como, and Green River, the party will spend ten days in the Salt Lake region, gathering specimens of the flora and fauna, and will thence proceed to the Wahatch Mountains for two weeks study in botany and geology, after which they will then thoroughly explore the South Colorado passes.

THOUSANDS OF AFFIDAVITS.

Many having used "patent" and prepared medicines and failed in finding the relief promised, are thereby prejudiced against all medicines. Is this right? Would you condemn all physicians because one failed in giving the relief promised? Some go to California in search of gold, and after working hard for months and finding none, return home and say there is no gold there. Does that prove it? Many suffering with Catarrh and pulmonary affections have used the worthless preparations that crowd the market, and in their disappointment say there is no cure for Catarrh. Does that prove it? Does it not rather prove that they have failed to employ the proper remedy? There are thousands of people in the United States who can make an affidavit that Dr. Sage's Catarrh Remedy and Dr. Pierce's Golden Medical Discovery have effected their entire cure. Many had lost all sense of smell for months, and pieces of bone had repeatedly been removed from the nasal cavities.

The State Association—R. R. Routes.

A good many will take excursions to Montreal, Quebec, Thousand Isles, Trenton Falls, etc. Tickets can be bought at low rates; thus from Utica, up the St. Lawrence, Plattsburg to Albany will be \$10. Several roads, as usual, will return members free to Aug. 10 who paid full fare in going:

The Del. and Hud. Canal Co. R.R.

Susquehanna R.R.

Champlain & Saratoga R.R.

Ogdensburg & L. Champlain R.R.

Adirondack R.R.

Del. Lackawanna & Wes. R.R.

Syracuse & Binghamton R.R.

Champlain boats, etc.

The hotels, except at Saratoga, will charge reduced rates, generally about \$3 per day.

Those who can will not fail to visit the wonderful Adirondack scenery at AuSable Chasm, also Crown Point, Ticonderoga, Lake George and Saratoga.

D. APPLETON & CO.

As will be seen from our advertising pages, D. Appleton & Co. announce a new series of Readers by Supts. Harris of St. Louis, Nickoff of Cleveland and Prof. Mark Bailey of Yale College. Any books emanating from a trio of authors of such eminent character and ability as those named will be looked for with great interest.

The same firm also announce a New American History for schools by Dr. Quackenbos, the Model Copy Books, and additional series of Krtai's Industrial Drawing, etc. Teachers will be eager to see these new works, which will no doubt become as popular as the other school publications of this well known house.

PROPER FOOD THE FUNDAMENTAL ELEMENT OF TRUE CULTURE.

(V. W. Blanchard, M.D.)

The true office of the human body as an instrument or organ through which the divine capabilities of its intellectual nature may find expression, has been almost entirely overlooked and ignored. The intellectual nature has been regarded, in a certain sense, independent of the physical system, rather than a dependent element. Hence the physical system, as the true organ of expression to the intellectual principle, has been lightly regarded or entirely overlooked. As a result, scholarship, culture, is at present esteemed as entirely a product of mental application, exercise and acquisition, rather than the result of a perfect fitness of an organ of the physical system to serve as the instrument of the intellectual principle. As an effect of this false view of the subject, physical culture has been almost entirely overlooked in the attempt to acquire intellectual parts and powers. That thought, logical effort, and intellectual achievement have in a certain sense a food soil as much as the living oak has an earth soil, is a vital truth that is entirely ignored in our present popular educational methods. That every intellectual achievement is in a certain degree the effect of a force derived primarily from the disorganization of food-elements within the cerebral tissue of the brain, is a fact that is today not at all understood and appreciated.

As a result, the present popular educational methods consist of a process of urging and forcing the intellectual nature to an unsustained, unnatural, morbid activity by an arbitrary compulsory effort of the will, rather than by inciting and inclining it to a natural exercise of its powers by adequately supplying its physical organ of expression with those material elements from which force and activity can alone be derived.

Force and activity exhibited by a living organ are synonyms of waste. Waste must be met with an adequate supply, or force will cease. Hence, an adequate supply of material to meet the waste in an organ becomes directly a natural and powerful stimulant to functional activity and energy.

When a tissue is full of latent force and activity derived from the presence of food elements within its substance to supply waste, the mind becomes aware of the fact, and a mental condition is thereby induced that is sure to bring the latent force and activity into exercise. This is an all-important physiological law that has been entirely overlooked. This law applied to the cerebral tissue of the brain makes physical culture the true basis of intellectual effort and acquisition. It demands that the human brain be incited to activity and energy by the presence of those food elements within its substance, from which activity and energy may be derived. It urges the organ to a natural activity and energy, by supplying it with latent force, in the form of proper food. It is said of one scholar that he is ambitious, full of energy and the spirit of achievement; and of another that he is destitute of these traits.

What is the meaning of this? What gives to one brain an impulse of activity and energy, and withholds it from another? Of what does mental energy and activity primarily consist? I answer, true mental power and activity are an outgrowth of the capacity of the cerebral tissue of the brain to suffer waste without injury to itself; in other words, of the presence of a surplus of food elements within its substance. In short, brain and nerve food is a latent form of thought-force, the human brain being the necessary organ of transmutation or transformation. Of course, mental ability is an outgrowth of a particular faculty, or of it is an outgrowth of a particular faculty, or of associated faculties; but mental force and activity—the elements required to give motion and energy to the faculty or faculties—are the direct products of proper food.

Physiological and chemical science have firmly and irrefutably verified these conclusions. How important then to the student and scholar the questions: What shall I eat? Is my present diet adequate to fully supply the natural, inevitable waste within the material organ of my intellect? Is the cerebral tissue of my brain so abundantly supplied with latent force in the form of nerve or brain food, within the substance of the material organ, the brain. Like a steam engine without fuel to supply the waste resulting from the production of power, they exhibit idle but efficient capacities of achievement and effort.

Dialectic science will in some future age be regarded as the fundamental element in the system of true culture. It will then be understood that in a proper supply of proper food to the human brain, and in a perfect function of digestion, lie primarily the grand secret of that intellectual power and activity that can alone give a perfect expression to the divine capabilities of human existence.

WRITING INKS.

Emboldened by the success of the leading manufacturer of writing inks who have by their long experience and experiments made them such as to leave little or no room for improvement, many thoughtless and unscrupulous persons have sought to impose upon the public cheap compounds which are offered as "INK." Such compounds should be carefully avoided and the GENUINE article of some responsible maker only used; writing inks should possess the qualities of permanency, smoothness and an easy flow from the pen. This is a matter which deserves attention, more particularly in the writing of important papers and the keeping of records where durability is both desirable and essential. Of late years it has become a too common practice to furnish the pupils of schools with the poorest qualities of paper, pens and inks—materials which educated persons can not use to advantage—imposing upon children a task so irksome as frequently to disgust and tire them of school duties. In answer to repeated requests to do all in their power to abate or suppress this pernicious practice, the Messrs. Thaddeus Davis & Co. of New York have introduced a small patented bottle filled with their justly celebrated black ink, which is retailed at the remarkably low price of five cents. We look upon this as a move in the right direction, and trust that school Boards will adopt it wherever cheap inks are now used. The Messrs. Davis are the leading manufacturers of writing inks, modilage, sealing wax, etc., and their label is a sure guarantee of articles of the finest possible excellence. Established in the year 1824, they have sedulously confined themselves to the making of goods of the best quality only, and though never employing agents or any person to travel for them, their manufactures are to be found in every civilized country on the globe, having won their way in popular favor on the sole merits of the articles themselves.

THE NORTH RIVER BOATS.

will of course be taken by all the teachers on Monday night (33d inst.) who are going to Plattsburg. This city will send a large delegation, and they will all seek the magnificent boats of the "People's Line." The Drew and the St. John are famous the world over. The teachers going to the State Association will get an excursion ticket for \$3. Note this, friends, but buy tickets at the Co's office on the dock.

You know that we like at this season of the year to lay aside clattering and conjugations, and study involution of engines and water wheels, and have a vacation spell. Let me then tell you of impressions derived from a recent trip via Fall River Line to Boston.

The people of this country are largely given to traveling. The calls of business or pleasure or curiosity or enlightened improvement set almost all classes in motion in response to these calls. And those who travel have pushed to the greatest perfection the facilities and comforts of locomotion. The rudeness and coarseness of the agents of travel are no longer tolerated. Gentlemen of breeding and culture only can secure the confidence and support of the traveling pub-

lic. And among the routes that illustrate these features, that of the Fall River line to Boston via Newport is perhaps unsurpassed by any other. The boats are large, safe, steady and abundantly supplied for the comfort of passengers. It is believed the boats are not equaled by any others for home service in any waters. This is the pleasantest route to Newport; and those who go through to Boston can enjoy an all night sleep.

One of the most agreeable features of this trip is the most excellent music discoursed by a full orchestra, from 7 until 10 o'clock every evening. The men who compose this orchestra seem to be gentlemen, and good men. Their faces and their manners bear the closest scrutiny. There is perhaps no other steamboat orchestra of instrumental music equal to that on these boats, the Providence and Bristol.

The RR. from Fall River to Boston is in admirable condition and furnished with every equipment for safety and comfort.

And for reasons stated in the outset of this article the Co. is most fortunate in the appointment of their New York agents. They are gentlemen of large and thorough business experience, and they act upon the courteous principle of respecting the rights of others, while they claim their own.

CONEY ISLAND.

Seems to be located out in the ocean near New York City, where it stands for the sanitary purposes to which it is so extensively appropriated. It is of course a great resort for pleasure, but it is pleasure of an invigorating and healthful sort.

But one of the most beneficent results from this resort is received by the invalid children and their mothers, who are permitted to enjoy a free trip and a free house for a week. It is truly a benevolent enterprise.

And among the various routes by which to reach the stand the new line of steamboats Arrowsmith and Minnie R. Childs will be found a popular one. These boats make three trips per day each way, leaving West 23d St. at 10 a. m. and 1 and 4 p. m., and a few minutes later Leroy st., Franklin st. and Pier 19 North river.

Single fare 25 cts., excursion tickets 40 cts.

We commend this trip to Coney Island for the invigorating breezes, and healthful influences that always result from it.

We would direct attention to the announcement of a New Series of Writing Books on an improved plan by Prof. H. W. Ellsworth, so widely known in connection with Penmanship and Bookkeeping.

Prof. Ellsworth is accorded the merit of having accomplished more improvement in systematizing and adapting practical methods of teaching the Art of Writing in Public Schools than any individual in his day, and we are sure of something new and valuable in each of his productions.

The present series embodies not only his mature experience in Copy making, but introduces a manifest improvement in the binding and management of writing books themselves, which will commend these books to both teachers and pupils. The fact, also, of their adaptation to the New York Course of Study and strict conformity to the latest educational methods will insure their prompt introduction in the best schools.

The adv. of the American Kindergarten will be found in another column. We are glad to see earnest, experienced and competent teachers at work in this field, as we have abiding faith in the native talents and genius of American heads and hearts and hands in the work of teaching. Miss Coe is well known as an earnest thinker and a successful teacher, and we recommend her institution to the mothers and teachers of our land.

TO TEACHERS IN VACATION.—If you are tired from thought, study, and professional work, and would like to spend your summer where you can gather up vigor by building up your nervous structures, which your professional pursuit so decidedly wears away; permit me to recommend to you to come to Our Home on the Hillside, Dansville, Livingston County, New York. It is the largest Hygienic Institution in the world, and is a most desirable place, not only for invalids of all classes, but for tired, worn, weary, nerve-taxed persons. *Special rates made to Teachers.* The best of references and full information given, free of cost. Leave science, literature, and professional ambition behind, and come to eat, drink, and sleep, and when awake to enjoy Nature, and you will go back fresh in health when school opens in the fall. Address as above JAMES C. JACKSON.

Rapture can be cured without suffering. Elastic trusses are superseding all others. Before buying metal trusses or supporters, call or send for a descriptive circular to the Eclectic Truss Co., 633 B'way, N. Y.

THE WATCH ON THE RHINE.

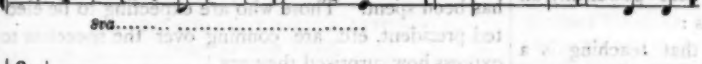
CARL WILHELM (born Sept. 18, 1815; died Aug. 18, 1873), the composer of this song, was a very excellent music teacher, residing in Schmalkalden, an old town on the way from Coburg to Cassel. The air was composed in 1854, but was little known until the late war between France and Germany, when it suddenly became the "battle-cry" of the latter. — *London Mus. World.*

Words by MAX SCHNECKENBURGER.

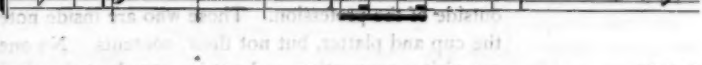
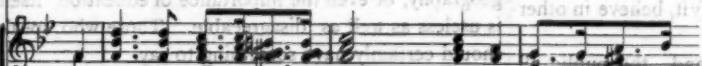
Allegro marcato.



1. Es braust ein Ruf wie Donnerhall, Wie Schwertgeklirr und Wogenprall:
1. A voice resounds like thunder-peal, Mid dashing waves and clang of steel:



Zum Rhein, zum Rhein, zum deutschen Rhein, Wer will' des Stro-mes
"The Rhine, the Rhine, the German Rhine, Who guards to-day my



Hü - ter sein? Lieb' Va - ter-land, magst ru - hig sein, Lieb'
stream divine? Dear Fa - therland! no dan - ger thine; Dear,



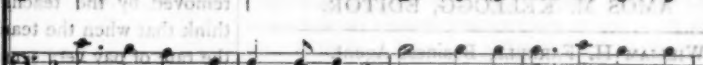
* English words from the N. Y. Musical Gazette, by permission of Biglow & Main.

From "Songs of the Nations" published by C. M. Cady, 107 Duane St., N. Y.

THE WATCH ON THE RHINE—Concluded.



Va - ter-land, magst ru - hig sein, Fest steht und treu die Wacht, die
Fa - therland! no dan - ger thine, Firm stand thy sons to watch, to



Wacht am Rhein; Fest steht und treu die Wacht, die Wacht am Rhein.
watch the Rhine; Firm stand thy sons to watch, to watch the Rhine.



2. Durch hunderttausend zuckt es schnell, They stand, a hundred thousand strong,
Und Aller Augen blitzen hell; Quick to avenge their country's wrong;
Der Deutsche, bieder, fromm und stark, With filial love their bosoms swell,
Beschützt die heil'ge Landesmark, They'll guard the sacred landmark well;
Lieb' Vaterland, etc. Dear Fatherland, etc.

3. So lang' ein Tropfen Blut noch glüht, "While flows one drop of German blood,
Noch eine Faust den Degen zieht, Or sword remains to guard thy flood;
Und noch ein Arm die Büchse spannt, While rifle rests in patriot hand,
Betritt kein Feind hier deinen Strand! No foe shall tread thy sacred strand!"
Lieb' Vaterland, etc. Dear Fatherland, etc.

4. Der Schwar ershallt, die Woge rinnt, Our oath resounds; the river flows;
Die Fahnen flattern hoch im Wind; In golden light our banner glows;
Am Rhein, am Rhein, am deutschen Our hearts will guard thy stream divine;
Rhein, The Rhine, the Rhine, the German
Wir Alle wollen Hüter sein! Rhine!
Lieb' Vaterland, etc. Dear Fatherland, etc.

ONE day, years ago, when Ahmed Vefik was chief of the Turkish bureau for executing sentences passed by law, a man went to the Porte to see whether he could not obtain some mitigation of his punishment. "I am very poor," said he to Ahmed Vefik, "and not at all able to pay that sum." "Is that so?" replied the wily administrator. "Then take a chibouk and some coffee, and we will see." Down sat the suitor in silence, the while that Ahmed Vefik was discovering that he had ridden to the Porte on a horse which would fetch a very good price in the bazaar. "Sell the offendi's animal," whispered he, furtively, to an attendant, "and bring hither the money." The order was quickly obeyed. Taking the gold, Vefik counted out the sum which represented the fine and costs, and then, doubling up the remainder in a neat piece of paper, he turned toward his visitor and said, "Well, you say that you cannot pay and that you are poor, and I therefore will think of what you have told me. Meanwhile, allow me to present you with this small sum, and to wish you good day."

Miss Frances E. Willard, who has been holding meetings daily in Boston in connection with Mr. Moody's work, addressed by invitation the Boston Preacher's meeting recently, and also preached in the Great Tabernacle the following Sabbath; with great acceptability, to over 5000.

Mrs. Margaret Blanchard leaves a bequest of \$30,000 for the founding of a school in Harvard, Mass., to be called Bloomfield Academy, after her grandfather.

To Teachers. • TO SCHOOL OFFICERS.

The new "Course of Study," for the New York City Public Schools, adopted July, 1876, is now ready, price 30 cents.

This "Course" differs in many respects from the one now in force, and will be followed by changes in thousands of schools that follow the leading of the great metropolis. It represents the best thought on the arrangement of studies for Primary and Grammar Schools up to this time. It contains a complete outline of studies covering fourteen terms or sessions—each about five months in length six in the Primary and eight in the Grammar School. Besides this, the amount of time is specified to be given to each study—thus in Arithmetic, the Primary Grades, eight lessons of thirty minutes each are to be given, etc.

To examine this will greatly help every teacher of a country school to grade his school, properly; it should be explained at every institute in the land; it will be followed by most of the cities of the United States.

Address the NEW YORK SCHOOL JOURNAL, 17 Warren street.

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ST. NICHOLAS FOR AUGUST

Following close upon the magnificent May number of St. Nicholas comes another special number (the August issue) which has been carefully prepared as the

Midsummer Holiday Number

There is hardly a thought or feeling of summer time possible to children that does not here find expression.

HENRY W. LONGFELLOW contributes a new and beautiful poem. CHARLES DUDLEY WARNER writes a story in his best vein, giving an account of a boy's first party in the country.

CELIA THAXTER and "H. H." have special contributions, and there are besides stories and sketches by Miss Diaz, Frank R. Stockton, Sarah Winter Kellogg, and many others.

PROF. PROCTOR

AND THE SEA SERPENT. Prof. Proctor not only tells how to find the stars in the August sky, but also states what he does not believe concerning the Sea Serpent.

The number is crowded with beautiful pictures and bits of story and verse, which cannot fail to delight the children during the Summer Vacation. For sale everywhere. Price 35 cts. \$3 a year.

SCRIBNER & CO., N. Y.

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New York School Journal,

AND

EDUCATIONAL DIRECTORY.

No. 17 Warren Street, New York.

PUBLISHED WEEKLY.

AMOS M. KELLOGG, EDITOR.

WILLIAM H. FARRELL, Business Agent.

EDWARD L. KELLOGG, Subscription Agent.

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Money Remittances.—Never send us currency in a letter. Always get a postal money order, check or draft on New York; or else send the money in a registered letter. Remember that currency sent by mail is at your risk and not ours.

The SCHOOL JOURNAL can be obtained of any news-dealer in the United States. The American News Company of New York, general agents.

We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

NEW YORK, JULY 14, 1877.

The columns of the JOURNAL are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who should be interested in education, and urge him to take it also.

We shall follow the same custom this year during vacation, as in past years:—to issue the JOURNAL once in two weeks. The editors are in as pressing need of the benefits of the vacation as the teachers can possibly be.

There will be two numbers issued in July and two in August.

Why Teaching Does Not Pay.

There are over 100,000 Teachers to-day in the schools who are not decently paid for their work. It would be difficult to make the statement exact, to say whether they were paid one-half or one-third of the actual value of their services, for the teacher is in a position to do to one pupil a good equal to a whole year's salary; or to state it more appropriately still, his labors cannot be estimated in gold or greenbacks. Still, there is a sum of money, one that will purchase the comforts of life, that is due to him on account of the value of his services to the public. And it is conceded that this sum is not paid; no one supposes that it is. If a Teacher who has spent several years in preparation is paid less than a class of persons who have spent less, as for instance cooks, hair-dressers, etc. there must be reasons for it. Here, for example, we have the case of Miss R. S. . . of B. . . , Indiana. In the school where she teaches there are three teachers. A man, the principal, is paid \$400, the first assistant, a lady, is paid \$225, the second, Miss S. . . , to teach children (little children, you know, demand no skill) \$180. But Miss S. . . is a graduate of an eastern normal school, is an able teacher and is very much admired and respected. She cannot, however, leave the town for various reasons, nor will that town pay her but \$180 per year, or \$4.50 per week.

The reason of this is too obvious; the case itself makes it but too plain. There is a surplus of persons who desire to teach. Miss S. . . is one of these. She knows that in the very village with her are a dozen or more bright girls who have been to a high school or seminary and who have too much ambition to settle down at home and do housework, to crochet intermi-

nably. These want to employ their brains, and they want some ready cash for various objects, and they seek positions as teachers. This class is very large in our country, and every Teacher, poorly paid and otherwise, is helping to create this very class, the very ones that are to keep down the wages of her successors. Hence the prospects of good pay for teachers are not very good.

But there are causes for the low wages that can be removed by the teachers themselves. In fact, we think that when the teachers arouse they can increase the rate of pay very sensibly. For there is a class of persons in the community constantly on the increase, who see the value of the teacher and would have him properly paid—it is the educated class. The teachers can do six things that will bear powerfully on the lever that will raise the salaries:

1. Recognize by word and act that teaching is a profession.
2. Uphold normal schools and teachers' institutes.
3. Meet with fellow-laborers for mutual improvement and discussion.
4. Honor the occupation, dignify it, believe in other teachers and schools.
5. Diffuse among your pupils and the public all you can learn about education and its progress.
6. Sustain with liberality those indispensable exponents and helpers to educational progress—Educational Journals.

The Teacher's Temper.

The teacher gains nothing by fretting; he only wastes his strength by it. The profession is one that develops worrying habits; it is an occupation that ruffles the temper terribly unless one is determined not to be ruffled. The tendency of a ruffled temper is that it brings to the surface the worst qualities a person has. Let the teacher smile often and much, and let these smiles be upon his pupils and not solely on his visitors. To help the teacher to gain this balanced, pleased state of mind, we urge that the work be well planned, skilfully planned. Think over the whole thing, the difficulties you may meet, the obstructions that may be in the way and how they may be removed. Put then your whole heart in the work; go about it with earnestness and enthusiasm; feel interested that it prove successful, and finally look to Providence and rely on his aid. There is no one who cannot better his temper by steadily adhering to the above directions.

There are some places where nothing but good humor will win. Fretting, scolding and worrying may seem to impress the scholars, but they do not after all. Nor does good humor seem to imply weakness and invite disobedience as some would think. There is a difference between an easy teacher and a good-humored one; but the difference between a good-humored and a bad-humored teacher is very plain. Two young men went at recess to accompany a fellow-pupil to the depot and were gone longer than they expected. 'My! won't Miss * * * scold when I come in,' said one. 'Mr. E * * * never scolds,' said the other. 'I shall tell him what kept me after the class and he will say with a smile, Try and be punctual; you know I want you here with the rest.' Miss * * *, when the young man came in, was hearing a class in mental arithmetic. A pupil was reciting; when the door opened she said, Wait now until this late comer is in his place. When he gets older (intended to be sarcastic) he will learn that tardiness is worse (?) than not having a lesson. Now, then, he is in his place, you can go on. Here evidently was a ruffled temper and it gave misery to every one of a large class. Finally a pupil ventured to remonstrate, and was surprised to find that Miss * * * was unconscious of the rude things she was saying.

Anger is the most impotent passion that occupies the mind of man; it fails to effect what it seeks. In

the teacher it is especially painful, for it is reflected into the being of the child. The teacher needs friends among his pupils, but he cannot gain them except by that good humor that always and everywhere wins them. A sunny temper, of itself, attracts the attention and wins the lasting esteem of others; they love, they hardly know why. A cheerful temper is like the genial sun, in whose rays all like to bask.

The Conventions.

They will come from the east and from the west; long articles will be read, long speeches will be made, officers will be elected and much glory will be got,—Already in anticipation much midnight kerosene-oil has been spent. Those who are expecting to be elected president, etc. are conning over the speeches to express how surprised they are!

1. A good many will speak at the conventions who should remain silent. For to repeat over and over the same story about the importance of grammar, or geography, or even the importance of education itself is useless as well as disagreeable. Those who speak should certainly have something to say.

2. A good many things will be left unsaid and undiscussed that need candid and earnest treatment.—Generally the best things that are said are by those outside of the profession. Those who are inside note the cup and platter, but not their contents. No one can visit a convention and not be struck at the close by the unsatisfactory state of mind into which most of the members have fallen; a good two-thirds resolve never to come again.

3. Yet conventions are a necessity, and may be made of the highest usefulness. There are 30,000 teachers in the State of New York; the convention should be their legislature, and its members should be chosen so as to represent all parts of the State; one-third of these members should be chosen every year, so as to give permanence to the body; every teacher should be required to send a ballot to the State Supt. in January of each year, naming a candidate to represent the county. The same place should be selected each year, and we would recommend the capital of the State.

4. The discussions of the convention should turn at once on practical things. It must be apparent to a candid observer that while the Teachers are doing the teaching, the growing body or form of education is beyond their reach. And yet they are the ones to say with distinct emphasis what are the exact needs of our educational system to-day. On these the conventions have expended very little breath. At the last one, for example, an effort made by the writer to press the appointment of county boards of education met with a feeble seconding, and yet no measure would benefit the teachers of the country Schools more.—Permanence to teachers of position and salary would thus be secured, and these are necessary things we judge, though the conventions do not seem to have found it out. And this is but a sample of the subjects that need a thorough discussion; for them the 'mutual admiration' business should be laid on the shelf awhile.

Lastly, we should suggest that the States have correspondence and unity of action among their conventions. By a concert of effort a dozen could secure addresses on topics of their own naming by John Eaton, J. M. Gregory, Rev. H. W. Beecher, W. F. Phelps, Thomas Hunter, Henry Kiddle, Washington Hasbrouck, David B. Scott, W. T. Harris and others.

Conventions such as we have supposed, discussing earnestly in the line of thought we have indicated, addressed by the men we have named would, we believe, be a power in the land far beyond the heterogeneous mixture self-appointed (by paying a dollar!) and responsible to nobody, to teachers and to the public.

NEW YORK CITY.

New York Board of Education.

The Board of Education held a stated session on Thursday afternoon, July 5, at 4 P. M.

Present. Messrs. BEARDSLEE, BAKER, BELL, DOWD, GOULDING, HALSTED, HAZELTINE, JELIFFE, PLACE, WALKER, WATSON, WETMORE, WHEELER, WOOD, WEST and WICKHAM.—16.

Absent. Messrs. COHEN, KELLY, TRAUD, VERMILYE, and WILKINS.—5.

REPORTS.

The President stated that the estate of Ephraim Holbrook had paid him with interest \$5,878.88, which he duly deposited.

From Trustees of the 8 and 9 wards, nominating teachers for Evening School No. 38. From the 19th, nominating Miss Annie L. Whyte for Vice-Principal G. S. No. 19; from the 19 for patent oral annunciators, also to pay Miss O'Callaghan.

THE CITY SUPERINTENDENT'S REPORT.

REPORT FOR JUNE.

No. of Classes examined	651
" " " " " " " "	385
" " " " " " " "	237
" " " " " " " "	30
" " " " " " " "	1
" " " " " " " "	593
" " " " " " " "	69
" " " " " " " "	5
" " " " " " " "	56
" " " " " " " "	16

REPORT OF SUPERINTENDENT OF TRUANCY.

REPORT FOR JUNE.

Total number of cases investigated	1,483
" " " " " " " "	477
" " " " " " " "	441
" " " " " " " "	13

The results as a whole are very satisfactory, and some dept's of study show a decided improvement; the progress made in penmanship and drawing has been especially creditable. The number of pupils on register on the 1st of June, 114,740 an increase during the year, with an average attendance of 103,990, an increase of 4,732.

The By-Law Committee reported a resolution to pay the teachers of the 19 ward for the half day on which the school was suspended by order of Chairman of Trustees—and to censure the Chairman, Mr. F. T. Hopkins, for ordering the suspension.

The resolution gave rise to a lively discussion. Mr. Hazeltine and Jeliffe spoke against censuring Mr. Hopkins. Messrs. West and Watson in favor of it. Then the names of Trustees Alston and Donnelly were included in the resolution, and as amended was passed—that is they were censured.—Then the resolution to pay the teachers for the half day was passed.

The same Committee reported in favor of the monthly reduction (August) of 3½ per cent. on the salaries of teachers. (This is to be replaced in December if possible—but let no teacher expect it.)

The same Committee completely exonerated Miss Cowan of No. 29 against charges of maltreatment of pupils.

The Finance Committee recommended appropriating the sum of \$216,200 for salaries for August; \$25,085 for repairs; that the trustees of 23d ward re-advertise for bids for furniture.

The National School Furniture remonstrance against what they term "Mr. Stag's desk" and threaten litigation.

Mr. Walker proposed an amendment to the section defining the powers of Trustees.

Mr. Dowd, that the Committee on Salaries and Economy be discharged from further consideration of the salary question. ADJOURNED.

Exhibition of Drawings.

A collection of drawings from the public schools of the city is now open at the Education Rooms, corner of Elm and Grand streets. Under the new course of study, which has now been in operation for one year, specific directions were given for Drawing in each grade. By referring to the Course (published in the JOURNAL last September) it will be seen that there are fourteen grades, and that each covers a period of five months: not less than two lessons per week, each of 30 minutes, are to be given. In the primary grades the drawing is to be done on slates; in the Grammar grades on the blackboard and on paper.

The drawings exhibited are in no sense pictures, and while this may disappoint all except good judges them it will please all the better. The ordinary person demands something pretty, and to realize this demand, lessons in drawing have simply been lessons in copying. The best teachers teach from objects entirely, for this only is drawing; in our large schools this is not always possible, so that much must be done from copies. Yet it is found that even here genuine drawing is possible, and so it is demanded by the course of study. As we have said, there are eight grades in the grammar schools, the lowest is the

EIGHTH GRADE.

The drawings of this grade are in the northwest corner of the room. Five cards, each of 16 drawings, from

GRAMMAR SCHOOL NO. 68.

Miss Sarah A. Coman drawing teacher, "from memory and dictation," are worthy of high praise. As a rule the lines are neatly, exactly and firmly drawn, and show that the pupils have been well instructed. The three best drawings are by Masters Mora, Elton and Monaghan. Three other cards from same school, same grade and same teacher, lack all these good qualities. The drawings of No. 49 are mainly shadowed, those not shaded are generally well done.—The best is by Charles Fish, age 14. The teacher of drawing is John Van Everen. Nos. 43, 26, 30, 7, 35, 40, 50, 47, 59 and 20 send in drawings. Of these Nos. 26, 59 and 35 are deserving especial mention.

SEVENTH GRADE.

The drawings of this grade are in the northeast corner. No. 68, 59, 49 lead off with some fine specimens mounted on cards. Two cards of Grammar School No. 68 are given to semi-circles and circles; in these the lines are not very firm or even—the best is by Stella Rayner. In G. S. 49 the best is Albert Vogel, age 11. Those from G. S. 59 are very neat, but do not evince the practice and evident drill seen in Nos. 68 and 49; best pupil, Jennie Palmer. In No. 59 best pupil is Charles T. Kane. Nos. 20, 7, 43, 40, 50, 47, 26 contribute books of specimens, some of which far surpass the others. In some the work is quite slovenly and mechanically done; in others it is spirited and full of force and character.

SIXTH GRADE.

Grammar School Nos. 49, 59, and 68 exhibit drawings in this grade—the latter about 75 cards; No. 49 has 24; No. 59 only 4. The work of 68 is certainly well handled—the pupils exhibit enthusiasm and resource—best pupil (hard to discriminate) is Sarah E. Frederick. The drawing of No. 49 are very different from No. 68, although the age of the pupils is the same. The teacher looks at her work from a different standpoint evidently. His subjects are selected with an artistic eye—and are well calculated to cultivate the taste. Best pupil James Dowd, age 11. Nos. 26, 7, 30, 35, 42, 50, 47, 40 and 15 are well represented. The latter has an earnest teacher evidently in Mr. E. M. Wendt.

FIFTH GRADE.

The same Schools exhibit in this grade. No. 68 sends 16 original designs. Best pupil Ronald Brown. No. 49 presents 24 artistic drawings every one of which is well done. Best pupil William Cornwell, age 10. No. 59 sends 10 drawings. Best pupil, J. Gardener. No. 5 sends a book of drawings and designs, in which E. Tobias excels. No. 15 sends two portfolios of creditable specimens, evidently from daily work. Nos. 26, 7, 20, 42, 35, 47, 40 and 50 also contribute specimens, among which there is a varying excellence, some neat, some strong, some inventive, some carelessly done.

FOURTH GRADE.

The same schools exhibit in this grade. No. 68 sends 16 original designs. Best pupil Mary Concr. No. 49 sends 36 (one from each pupil) all from one subject; best is by Julius Dehling. Also about 50 very artistic drawings every one of which show skill in the pupils and power to train and teach in the teacher. Best pupil Julius Dehling. No. 59 sends four. Best pupil J. Johnson. Nos. 42, 26, 30, 35, 47, 50 and 40 send in creditable specimens; Nos. 42, 26, 35, and 47 are noticeable for neatness and evident intelligent comprehension of the features of a good drawing.

THIRD GRADE.

The mounted drawings of this grade are on the east wall, and No. 68 has sent over 50 separate cards and there is not one that may not be commended. Some are original, some from memory. Of course the objects set before these pupils are more difficult than in lower grades. The lines have more intricate relations, and more skill is required of the teacher in analyzing the object. The best pupil is Kendall. No. 59 presents drawings from copy used. In the two preceding grades which would seem to indicate that drawing copies are scarce. There does not seem to be much freedom or enthusiasm in the work of this school as yet. Best pupil C. Reiss. We regret to see no drawings in this grade from No. 49; Nos. 15, 42, 30, 26, 47, 40 and 45 send in drawings, in which 42, 26, and 47 excel.

SECOND GRADE.

To illustrate the work of this grade No. 68 has sent in a large number of drawings, many original designs. We are glad to notice drawings from leaves, and see no reason why this should not be done as well as the complicated forms so frequently presented. The leaf drawings seem to receive less attention—as though of little value. Best original design is by Anne Spence. No. 59 sends in some very fine drawings. Best pupil Lucie Vance. No. 43 sends creditable specimens, of original designs. Best pupil E. R. Reynolds. No. 20 lack in neatness. No. 50, 47, 15 and 7 are fair. The original designs of No. 45 are spirited and ingenious. No. 26 sends in excellent drawings from the object. Best pupil Frederick Luhrs.

FIRST GRADE.

From No. 68 there are some examples in perspective; in No. 43 H. L. Levy draws well; in No. 7 James Reynolds; in No. 40 and 50 some fair designs, best in No. 40 is F. C. Ringer; in 50 Jessie Scannell; in No. 45 the best drawings from objects presented; in No. 11 very creditable free hand perspective; the drawings are not showy in the least, being all from objects,—such is only worth the name of drawing. No. 59 sends in two cards that for faithfulness and general perfection stand at the top; best pupil Sophie Knight.

We have reserved to the last to speak of No. 35, because its work is not graded. The drawings exemplify all grades. Mr. Miller, the drawing teacher in No. 35 is very able in this department, and the leaning to industrial art which he has will give satisfaction to all who doubt the usefulness of drawing. We note several designs for wall paper, oil cloth, panels, etc. No. 1 has its work in two volumes, and do credit to their faithful teacher Mr. H. P. Smith. There are a few show pieces that will attract the attention of the visitor. These are mainly from G. S. 49. The most noticeable is a locomotive drawn from memory by Lincoln Moss, age 14.

The exhibition this year suggests the need of a similar display every year in a suitable place.

At the meeting of the Board of Education the attendance of trustees, etc. was small. Among them Pres. Thos. Hunter, Supts. Kiddle, Calkins and McMullen, Principals White, 53, Boyle, 42, Babcock, High School, and Zabriskie. Only one lady was present. The usual deduction was made on salaries three and one-half per cent. In the absence of the Clerk, L. D. Kiernan, the genial Auditor, John Davenport, officiated, assisted by Wm. Oland Bourne, Esq., the well known poet.

THE Clerk has received \$1. from "Conscience," and applied it to pay for incidental expenses.

Educational Calendar.

JULY 9....Am. Institute,	Montpelier, Vt.
10....Am. Philological Assn.,	Baltimore, Md.
10....Virginia Ed. Assn.,	Fredericksburg, Va.
13....Maryland State Teachers As.	Easton.
17....Wisconsin " "	Green Bay.
24....New York " "	Plattsburg.
Aug. 7....Penn. " "	Erie.
14....National Ed. Assn.,	Louisville, Ky.
20....Ohio State Teachers' Assn.,	Eaton.
28....Minnesota " "	Mankato.
28....New Jersey " "	New Brunswick.
29....Arkansas " "	Little Rock.

New Jersey.

THE State Teachers' Association meets Aug. 29, at New Brunswick. Papers will be read by Co. Supt. Brace, 'Course of Study'; Prof. W. R. Martin of Jersey City High school, on 'Science of Language'; Prof. A. C. Appgar on 'Formation of School Museums'; E. R. Pennoyer of Orange on 'School Management'; Miss Kate French on 'The Kindergarten'; Mr. J. F. Street on 'Industrial Drawing'; State Supt. E. A. Appgar on 'The Metric System'; Mr. Jas. Corkery on 'Geometry'; Mr. R. H. Holbrook on 'Natural Science.'

The Teachers' Example.

The influence of a good example is far-reaching; experience leads the pupil at times to indulge unjust sentiments, and charge his teacher with selfish motives. The pride, prejudice, passion and eagerness manifested by the great majority to advance their own interests; in violation, right causes them to look with suspicion on their utterances. The pupil is disposed to distrust his teacher's words, and become discouraged. But if he is presented a life of real and uniform virtue, he is satisfied. Such characters are precious, and such examples are remembered for admiration and imitation, and treasured in the hearts and thoughts of those who are forming habits and maturing character.

In a disorderly school in Skowhegan, Me., a few days ago, a teacher lost his control over the scholars. Some of the boys had annoyed the girls exceedingly by throwing wadded paper, junks of clay, etc. Finally, one of them reported a certain boy to the teacher. The teacher's reply was that he "wanted no tattling." Soon after, while the school was in session, this boy, in firing across the school room, hit this same young lady, hurting her quite badly. Her supply of patience and grace was exhausted. Immediately seizing a book, with these words, "If the teacher can't whip you I can," she started for him. It is said that she pounded until through his tears he begged for mercy. It is said that the boy has been remarkably supple and obedient ever since.

Publisher's Department.

Warming and Ventilation.

An earnest desire to advance the Sanitary condition of our schools, induces us again to call the attention of Educators and of School Boards to "The Fire on the Hearth" stove, of which we have before spoken in strongly commendatory terms.

We are glad to see in the new testimonial circular, published for distribution by its manufacturers, that its superior merits are recognized and endorsed by some of the most competent and well-known scientific authorities of the country, including the opinions and practical experience of such distinguished men as Prof. E. L. Youmans, Author of "Youman's Chemistry," "Household Science," Editor of *The Popular Science Monthly*, etc., etc.

Dr. A. N. Bell, Editor of *The Sanitarian*.

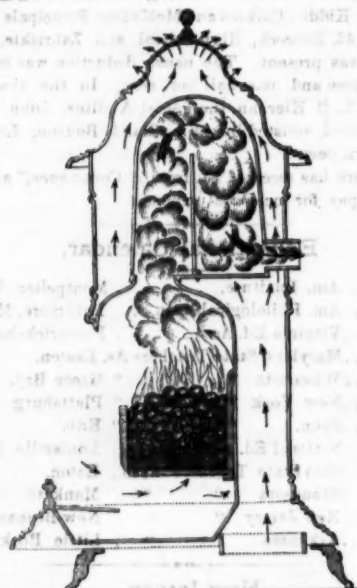
Prof. John King, M. D., Editor of the *American Dispensatory*.

Chas. N. Hewitt, M. D., Sec. of the Minnesota State Board of Health, etc.

Prof. Aaron Gove, Supt. of City Schools, Denver, Col.

W. Lewis W. Leeds, Author of "Leed's on Ventilation," etc., and many others.

For the benefit of those of our readers, whose attention has not already been drawn to this subject, we insert for illustration:



which shows by means of arrows, the directions of the two currents through the stove; one of the products of combustion mingled with the foul air escaping from the room to the chimney; the other, of the current of fresh air, taken in from underneath the stove and circulated throughout the room.

The air circulating capacity of these stoves, is unrivalled by any ventilating apparatus with which we are acquainted, and at the same time, as we have repeatedly verified by actual observation, it has the power to equalize the temperature throughout a room to an unprecedented extent.

To these features of superiority may be added its decided economical advantages, not only in the consumption of fuel but as to first cost, which falls below that of most first-class stoves and far below that of any respectable hot-air furnace or steam apparatus, while in the way of pleasantness it is incomparable. Our long practical experience as a teacher, must be our excuse for some enthusiasm, upon this subject.

Every intelligent and observing teacher has had reason to deplore the prevailing tendency to "cram" without taking into adequate consideration the physical welfare of the pupil.

We do not believe that children are often injured by over study, but we do know that they are frequently and permanently injured, mentally and physically by the neglect of plain, rational, hygienic precautions, and then the responsibility is falsely charged upon over study.

In violation of all physiological laws, they are too often confined in an atmosphere vitiated by pre-breathed air, air contaminated by noxious bodily exhalations, poisonous gases from combustion, etc., etc.

Many methods of heating require expensive artificial ventilation in addition to warming, and many vaunted systems of artificial ventilation when adopted, utterly fail because of mechanical complications which necessitate the trained skill of an engineer to "run" them.

On the contrary, "The Fire on the Hearth," is simple in construction, easily managed and not liable to get out of repair. It gives automatic ventilation so complete that it

would require the exercise of considerable ingenuity to interrupt its reliable operation. Send to The Open Stove Ventilating Co., 115 Fulton street, N. Y., for descriptive circular, etc.

THE FIRE ON THE HEARTH.

We have just been handed the following communication, coming from Prof. James Johnnot, author of "School House Architecture," which will be highly appreciated by all who know that gentleman.

Ithaca, N. Y., June 16, 1877.

To The Open Stove Ventilating Co., 115 Fulton St., N. Y.

Messrs: For many years, I have been studying the problem of how school houses may be ventilated efficiently and inexpensively.

In theory, the solution has always seemed simple, but inventors and manufacturers have always fallen just short of making a practical apparatus; there has always been some hitch in construction, so that the desired results were never fully realized.

Upon examining your "Fire on the Hearth" stove I saw at once that you had practically solved the problem and had constructed an apparatus which fulfilled perfectly all the conditions demanded by the theory.

1. It is inexpensive; the stove costing no more than ordinary stoves, and being much cheaper than many of the same heating capacity.

2. It is simple; all the parts being so arranged as to come in direct contact with the air, with no complicated arrangements of dampers and adjustable parts to get out of order.

3. The combustion seems to be nearly perfect, little or no heat escaping through the smoke flue.

4. The methods of combustion, secure three desirable things: direct radiation, the cheerfulness of the open fire, and ample means for the egress of the foul air of the room.

5. The ventilating arrangement also secures three important things: ample supply of fresh air from out of doors; the proper tempering of fresh air by heat; and the equal distribution of the tempered air, throughout the room.

6. The whole apparatus seems easily adjustable to varying conditions, so that a greater or less amount of air may be admitted and a greater or less amount of combustion may be maintained.

7. The loss of heat always incidental to ventilation, seems to be more than compensated by the perfection of combustion and the peculiar method adopted for utilizing the heat, so that in expenditure of fuel, the stove is an economical one.

I trust that school directors, will generally see and appreciate your stove and I am quite sure that its general adoption would secure to the pupils of our schools, pure air and immunity from the diseases arising from breathing carbonic acid gas and effete bodily exhalations.

Truly yours, JAMES JOHNNOT.

Potter, Ainsworth & Co.

We would call the attention of those School Officers and Teachers, who wish to keep up with the BEST METHODS of instruction, to the advertisement of Potter, Ainsworth & Co., in our columns. They will do well to examine these NEW BOOKS before making introductions into the schools under their control, for they will find the books, published by this firm, are fully up to the times as to neatness, cheapness, usefulness, elegance of design, etc. An examination of them will convince any one that the merit of the books is such as to warrant their adoption and use into any and all schools.

Sheldon & Co.

This firm call special attention to Prof. Olney's New *Arithmetics*. This series it is claimed present in two books a very full and complete course for schools.

The *Primary* is fresh and charming and well calculated to interest the youngest children. The *Elements* is a book of 306 pages and is exceedingly full on business arithmetic, and has a great quantity of the most practical kind of examples. It also has a copious list of drill and test examples in *Fractions*, *Denominate Numbers* and *Discount*, etc. It is certainly a very full and complete book and the price 53 cts. for introduction is very low.

Colton's New *Geographies* have been elegantly re-illustrated and with new maps, they are very beautiful and the prices have been greatly reduced. Specimen pages will be sent on application. Patterson's *Spellers*, Loosing's *New History*, and Shaw's *English Literature* are very attractive books.

The Dictionary as an Instructor.

We notice as a matter well worth mentioning, that at the recent great publishers' trade sale in New York, the books that were most in demand and brought the best prices were Webster's *Dictionaries*, from the famous Quarto to the neat and handy book edition. This fact is a good indication of the almost universal popularity of these books, and of the

growing public demand for them. It indicates a fact of far greater importance, and that is the interest the people are taking in the study of their own language. This is encouraging, as there is no branch of education that is now and has been so much neglected as the common branches of *spelling and defining*. It is often astonishing and grievous to see how grossly ignorant are children and youth, and even men and women, of the orthography, pronunciation and meaning of ordinary words and phrases. They cannot express their thoughts very different from what they intend, because they do not understand the words they employ. And very frequently, from the same cause, they take no idea, or wrong ideas, from what they read or hear.

The remedy for these evils is the proper training in the study of words, by the use of the Dictionary, and this training should begin as soon as the child can distinguish between one word and another, and continue indefinitely. The apparatus for this study should, of course, be the most complete and thorough to be had, and this is abundantly supplied in Webster's dictionaries, which are justly recognized, wherever our language is spoken, as the standard authority in English. Parents and teachers can in no other way so effectually or so cheaply promote the educational interests of their children, when of suitable age, as by putting in their hands any one of Webster's School Dictionaries, for daily use in connection with the study of their lessons, and by placing on the family center table, or the teacher's desk as the authoritative guide and standard, a copy of the Unabridged.

The Unabridged contains 3,000 illustrations, over 114,000 words in its vocabulary, and 10,000 words and meanings not in any other Dictionary; the abridged editions comprise "The Primary," which has the largest sale, and has some capital rules for spelling. "The Common School" is similar, but larger, with tables of synonyms, &c. "The High School," still fuller, with many useful tables; "The Academic" and "Counting-house" for advanced schools and for general home and business use. The latter has some specially valuable commercial and financial tables. The little "Pocket" edition, with its bright gilt edges and morocco binding, is truly an invaluable pocket companion. It contains more than 18,000 words, rules for spelling, many abbreviations, words and phrases, proverbs, etc., ordinarily met with in the Greek, Latin and Modern languages. Whether it is convenient or not to have copies of any of the other books of the series, we certainly recommend that all should possess a copy of the Pocket, which, when not otherwise obtainable, may be had by mail, by inclosing \$1.00 to the publishers, Messrs. Ivison, Blakeman, Taylor & Co., 188 and 140 Grand street, N. Y.

Teaching Modern Languages.

The Robertsonian system of teaching modern languages, receives its name from Prof. Robertson, a celebrated teacher in Paris, and has become popular all over Europe. Its peculiarities are as follows: A story divided into parts, but continued through the book, is so constructed as to embody at the proper time, every idiomatic expression and every grammatical peculiarity of the language. This text is first translated literally, then freely, followed by questions and answers for conversation, and sentences for oral translation, all founded on the text. The system is not only highly practical but combines every requisite for a thorough acquisition of the language. In brief it is grammar, dictionary, reader, conversation and exercise book all in one. Combining as it does great ingenuity with remarkable thoroughness, this method opens a sure path to a complete mastery of the French or Spanish languages. We cheerfully recommend it to the consideration of all who are interested in the study of these languages. George R. Lockwood, of this city is the publisher.

The Angular System of Writing.

The course of Ladies Angular Hand Copy Books, published by George R. Lockwood, of this city, are peculiar and merit attention. This style of writing, now becoming quite popular, has been for a long time the standard for ladies' writing in England, so that it is very generally known as the "English Hand." It has, to a very large extent in fashionable society taken the place of the round or rather oval hand, and is popular with ladies. It possesses many advantages for being formed on the principle of the angle instead of the ellipse, it can be written with a greater degree of ease and more rapidly than the oval hand. It can also be more easily acquired since a perfect angle can be formed with much less effort than a tolerable ellipse, even after much study and practice. We would recommend to our readers to send for some one of the books or even a whole set for examination.

In New Brunswick, N. J., the most competent male teachers receive a salary of only \$371, and the female teachers \$348. The number of pupils attending the schools in 1875 was 49,900.

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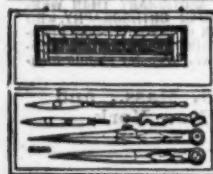
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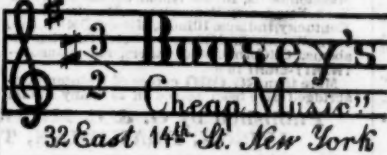
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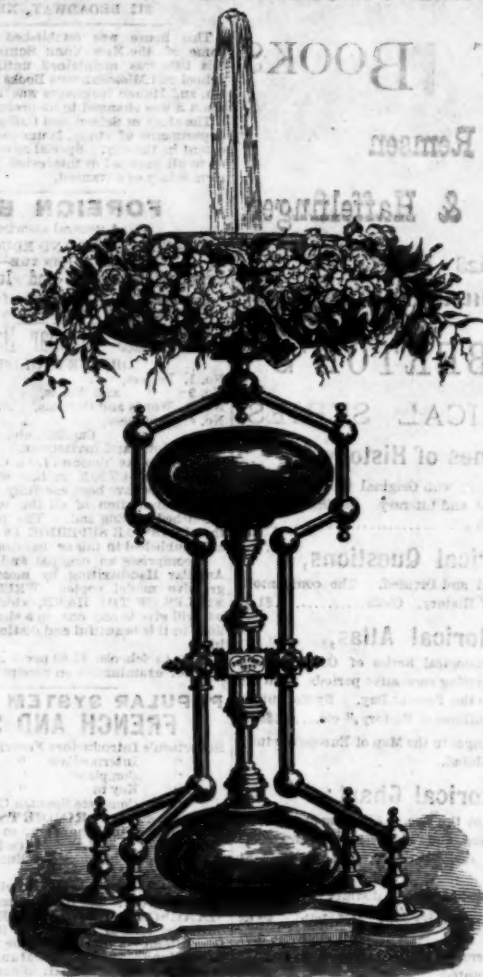
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Sent for circular to H. H. Harrington, Providence, R. I. Refer to Daniel Leach, D.D., Supt. of Public Schools, Providence, R. I. State and County Rights for above for sale.

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The Old Red Cent.

As the old "red cent" has now passed out of use, and, except rarely, out of sight, like the "old oaken bucket," its history is a matter of sufficient interest for preservation. The cent was first proposed by Robert Morris, the great financier of the revolution, and was named by Jefferson two years after. It began to make its appearance from the mint in 1793. It bore the head of Washington on one side, and thirteen links on the other. The French revolution soon created a rage for French ideas in America, which put on the cent, instead of the head of Washington, the head of the Goddess of Liberty—a French liberty, with neck thrust forward and flowing locks. The chain on the reverse side was displaced by the olive wreath of peace; but the French liberty was short-lived, and so was her portrait on our cent. The next head or figure that succeeded this—the staid, classic dame, with a fillet around her hair—came into fashion about thirty or forty years ago, and her finely-chiseled Grecian features have been but slightly altered by the lapse of time.

Now is the time for teachers, who are going away from home on their summer journeys, to write letters to their scholars. What is written thus often makes an impression beyond anything which is spoken. Assurances of affection or of sympathy from a teacher seem more real to a scholar when they are written. It is an event in many a scholar's life to receive a letter by mail. The teacher who neglects the midsummer opportunity of correspondence with his scholars makes a mistake. He who improves it will be repaid for his labors.

General Information.

COMFORT IN COTTON.

Every seamstress knows the delay, inconvenience, discomfort and annoyance of using a cotton which breaks, snarls, frays or from knotty protuberances fails to follow the needle whether used by hand or in the machine. Essential qualities in sewing cottons are evenness of texture, uniformity of twist, equality of thickness, freedom from knots and integrity of length. These are all found in Brook's Prize Medal Spool Cotton which is warranted in 200 and 500 yard spools, of remarkable smoothness and uniform strength and which, whether for machine or hand use, is superior to any other brand in the market. Ladies who have once experienced the pleasure of sewing with Brook's cotton cannot be persuaded to use any other, and when the facility and beauty of work thus performed is understood is not to be wondered at.

WHEN you see a lady stoop to the floor and pick up a pin without groaning or getting red in the face, you may depend upon it that she is wearing Dr. Warner's Health Corset.—Danbury News.

A WELL-KNOWN CLOTHING HOUSE.

A vast amount of clothing is bought in this city that is not worth half the money that is paid for it. To buy from concerns that are little known and whose responsibility is doubtful is generally a risky undertaking. It is pre-eminently so in the clothing business. But such a house as Traphagen & Co., of this city, are so well known and have so long had the confidence of the people that it is almost unnecessary to call attention to their advertisement in another column. This firm sells reliable clothing—in all cases as good as it is represented to be; and the prices are as low as honest dealing and the laws of trade will allow. The best clothing for the least money is the motto of this house. Flannel suits, well made and of excellent material, are selling at from \$10 to \$18; business suits are ranging from \$8 to \$30; and boys' suits can be bought anywhere from \$3 to \$15. Everything else in the

clothing line is equally low. The central location of Traphagen & Co., at the junction of Third and Fourth Avenues, or Nos. 398, 400, and 402 Bowery, is an advantage to them, and the public may rest assured that they will be entirely satisfied with whatever purchases they make of Traphagen & Co.

MUCILAGE.

Every one who uses mucilage acknowledges the inconveniences arising from its getting thick—the brush falling apart, and the utter impossibility of using just enough and no more. The Perfect Mucilage Bottle—being air tight prevents evaporation or thickening—spreads a heavy or light surface at the will of the user, cannot spill if upset, in short has a host of merit speedily discoverable by the user. It costs no more than ordinary mucilage and bids fair to supersede it.

MUSIC.

In another column will be found the card of Boosey & Co., the well-known music publishers of 52 E. 14 street, near Union Square. This firm issues the finest works, at the most reasonable rates, and it would be an advantage to our music loving friends if they would make their purchases of Boosey & Co.

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